Pupil premium strategy statement

St Andrew's Primary School Great Yeldham

This statement details our school's use of pupil premium funding for 2025 to 2026 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Andrew's Primary School
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	E Flin
Pupil premium lead	E Flin
Governor / Trustee lead	C Shergold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46,915

Part A: Pupil premium strategy plan

Statement of intent

Our Vision for St Andrew's Primary School

At St Andrew's Primary School, we are committed to providing a safe, inclusive and nurturing environment in which all pupils and staff feel valued and respected. Our vision is to develop confident, resilient and aspirational learners who are equipped with the knowledge, skills and personal qualities needed for the next stage of their education and for life in modern Britain.

We all want ***'to be the best we can be.'***

Our curriculum is underpinned by our Christian values of **determination, hope, kindness and respect**, which actively promote pupils' spiritual, moral, social and cultural development. These values are embedded consistently across school life and support pupils to flourish both academically and personally.

We have high expectations for all pupils and are ambitious for every child, regardless of background or starting point. Through a broad, balanced and engaging curriculum, we ensure pupils acquire the essential knowledge and cultural capital they need to succeed. Learning is carefully sequenced to build on prior knowledge, enabling pupils to make sustained progress over time.

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go."
Joshua 1:9

Our Curriculum

At St Andrew's, our curriculum is designed to develop the whole child. We ensure that all pupils experience a rich and inclusive education that meets their individual needs. Equality of opportunity is central to our ethos, and we foster a culture of respect and kindness where every pupil feels a strong sense of belonging.

We prioritise high quality teaching as the most effective way to secure strong outcomes for all pupils. Teaching is adaptive and responsive to need, ensuring that all pupils access the same ambitious curriculum, with appropriate support and challenge.

Our pupil premium strategy is focused on removing barriers to learning and ensuring disadvantaged pupils achieve well. We do not make assumptions about disadvantage; instead, we use assessment and ongoing monitoring to identify need and provide timely, targeted support.

Impact and Outcomes

We are focused on ensuring that all pupils:

- Make strong progress from their starting points
- Achieve high standards across the curriculum
- Develop as confident, independent and resilient learners
- Are well prepared for the next stage of their education
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To ensure this, we:

- Maintain consistently high expectations for all pupils, including those who are disadvantaged
- Provide appropriate challenge to deepen learning and secure progress
- Identify needs early and implement effective interventions
- Promote a whole-school culture of accountability, where all staff are responsible for pupil outcomes.

We use the Pupil Premium Grant strategically to ensure that all pupils—regardless of background, starting point or individual need—make strong progress and achieve well across the curriculum. Our approach is evidence-informed and combines academic ambition with a commitment to pupils' wider development. We ensure that disadvantaged pupils are supported effectively so that barriers to learning are removed and their full potential is realised within St Andrew's Primary School community. While academic success is central, we also place high value on enriching pupils' life experiences through access to a broad range of cultural, artistic, musical, sporting and literary opportunities, thereby enhancing their cultural capital.

Our school serves a community largely made up of working families, where pupils may have limited exposure to experiences beyond their immediate locality. As a result, we place a strong emphasis on broadening pupils' understanding of the wider world through a carefully designed, experience-rich curriculum. This prepares them for life in modern Britain by promoting curiosity, raising aspirations and fostering a lifelong love of learning. Through this, pupils develop resilience, independence and positive attitudes that support both their academic and personal success.

We recognise that an increasing number of pupils enter school with limited vocabulary and underdeveloped speech and language skills. Therefore, early language development is a key priority. We place a strong emphasis on early reading, systematic phonics and the promotion of reading for pleasure. From Reception onwards, we focus on closing vocabulary gaps and strengthening pupils' speaking and listening skills through high-quality texts, explicit vocabulary instruction and structured opportunities for talk across the curriculum. These approaches support pupils in overcoming barriers to reading and writing. All pupils benefit from high-quality classroom teaching, complemented by targeted, evidence-based interventions where appropriate.

We are committed to two key aims for our disadvantaged pupils. Firstly, we strive to ensure that every pupil achieves their full academic potential. Secondly, we ensure that disadvantaged pupils access a wide range of enriching cultural experiences and opportunities, broadening their knowledge, aspirations and understanding of the world through carefully planned and purposeful provision.

Our pupil premium strategy is designed to address these aims by responding thoughtfully to the range of factors that influence each pupil's learning. This includes individual needs, family context, and the impact of school systems, curriculum design and teaching practice. Our approach is rooted in high-quality evidence and closely aligned with our whole-school ambition for every pupil to engage fully in a rich, broad and ambitious curriculum that promotes curiosity, confidence and aspiration.

Achieving success depends on a strong, shared commitment across the school. All staff play a vital role in delivering this strategy. Through ongoing professional development, engagement with evidence-informed practice and a culture of reflective self-evaluation, staff develop a secure understanding of the principles underpinning effective provision for disadvantaged pupils and apply these consistently in their teaching and decision-making.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Difficulty with emotional regulation and limited resilience when faced with appropriate academic challenge.
2	Limited life experiences - Pupils have had reduced exposure to high quality texts, rich vocabulary, and experiences beyond their immediate community. Many have limited global awareness, independence, resilience, and opportunities to develop problem solving skills. They also have fewer experiences that build cultural awareness, empathy, and confidence in facing new challenges.
3	Impoverished language experiences - Pupils have limited expressive vocabulary and reduced exposure to high quality literacy experiences. They have had fewer opportunities to engage with rich language environments or a broad range of spoken and written language contexts.
4	Attendance and engagement — Pupils show lower levels of engagement and aspiration, which can contribute to inconsistent attendance and reduced motivation. These factors impact their confidence, participation, and overall progress.
5	Legacy learning gaps – Preexisting gaps in foundational knowledge and skills that hinder access to age-appropriate curriculum content.
6	Parental engagement – parents often lack the confidence to be able to better support their children at home, particularly with regards to phonics and early reading skills.
7	School readiness - The school also faces increasing challenges with pupils entering EYFS who are not 'school ready' and lack basic functional skills such as the ability to manage zips, put on their shoes and socks, use a knife and fork and go to the toilet independently.
8	Lower socio-economic backgrounds of disadvantaged children means that they are typically less able to access opportunities their peers would be able to – for example, high quality reading books, learning experiences, trips, educational toys and appropriate diet.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged pupils develop strong emotional regulation and increased resilience, enabling them to remain focused, persevere with appropriate academic challenge, and engage positively in learning.	Pupils develop independence, confidence and positive learning attitudes and behaviours, showing ambition and consistently setting high expectations for their progress and achievement. Rates of fixed term suspension remain low, with 0% permanent exclusion sustained. Children speak ambitiously about their future at secondary school and potential further education
Disadvantaged pupils develop broad cultural, social and academic experiences that strengthen their vocabulary, independence, resilience, problem-solving skills, and understanding of the wider world. They show increased confidence, empathy and readiness to engage with new challenges beyond their immediate community.	Disadvantaged pupils use a broader and more sophisticated vocabulary in both spoken language and written work. Pupils show greater independence and resilience, demonstrating improved learning behaviours and confidence when tasks become challenging. Pupils demonstrate enhanced problem-solving skills, as evidenced through classroom activities, discussion, and work outcomes. Increased cultural awareness and empathy are visible in pupil voice activities, class discussions and interactions with peers. Disadvantaged pupils engage fully in enrichment opportunities, including trips, cultural events, arts, music and sports activities, with participation rates comparable to their peers. Pupils express greater confidence and readiness to take part in new experiences beyond their immediate community.
Disadvantaged pupils develop strong expressive vocabulary and secure language skills through consistent exposure to high quality literacy experiences and rich language environments, enabling them to communicate effectively and access the full curriculum with confidence.	Disadvantaged pupils use a wider and more precise expressive vocabulary in both spoken language and written work. Pupils show improved understanding of new vocabulary, demonstrated in discussions, comprehension tasks and classroom activities. Increased engagement with high quality texts and language rich learning experiences is evident in lesson observations and pupil voice. Pupils demonstrate greater confidence in speaking and listening, contributing more readily to class dialogue and group work. Work scrutiny and assessments show clear progress in language development, closing the vocabulary gap between disadvantaged pupils and their peers.
Disadvantaged pupils show improved engagement, motivation and aspiration, leading to consistent attendance, increased participation in learning and greater confidence in their ability to achieve well.	Attendance for disadvantaged pupils improves over time and moves closer to, or exceeds, national expectations. Disadvantaged pupils show increased engagement and motivation, demonstrated through positive learning behaviours and sustained participation in lessons. Pupils demonstrate higher aspirations, speaking confidently about their goals and showing belief in their ability to succeed. Reduced incidents of low-level disengagement, lateness, and lesson avoidance among disadvantaged pupils. Increased participation in wider school activities, including clubs, enrichment, and leadership opportunities.
Disadvantaged pupils make accelerated progress to close preexisting gaps in foundational knowledge and skills, enabling them to access age-appropriate curriculum content with confidence and achieve in line with their peers.	Disadvantaged pupils make accelerated progress in core subjects, reducing gaps in foundational knowledge and skills. Assessments show improved security of key concepts, enabling pupils to access age-appropriate curriculum content. Work scrutiny demonstrates increasing independence and accuracy in applying previously insecure skills. Pupils show greater confidence and participation in learning activities that previously posed difficulty. The gap between disadvantaged pupils and their peers narrows over time in reading, writing and mathematics.

Parents of disadvantaged pupils develop greater confidence and skills to support their children's learning at home, particularly in phonics and early reading, leading to improved home–school partnership and enhanced progress for their children.	Increased attendance and participation of disadvantaged families in phonics, early reading and home learning workshops. Parents show greater confidence in supporting phonics and early reading at home, evidenced through feedback, surveys or informal conversations. Pupils of engaged parents demonstrate improved reading fluency and progress, as shown in phonics assessments and teacher observations. Home–school communication improves, with more regular and positive engagement from parents (e.g., reading records, messages, attendance at events). Disadvantaged pupils show greater consistency in home learning routines, such as regular reading at home.
Disadvantaged pupils enter EYFS with improved school readiness skills, including independence in selfcare routines and confidence in managing basic functional tasks, enabling them to engage positively and successfully in early learning.	Disadvantaged pupils demonstrate increased independence in self-care routines, including using the toilet, managing zips, and dressing themselves. Pupils show improved fine and gross motor skills, enabling them to complete practical tasks such as using cutlery, handling tools and participating confidently in classroom routines. EYFS staff observations indicate that pupils settle more quickly into routines and transitions, showing confidence and readiness to learn. Baseline assessments show reduced gaps in school readiness skills between disadvantaged pupils and their peers. Parents engage more consistently with early years transition activities, supporting the development of functional skills at home.
To empower pupils to be continually involved in their learning and school life through a focus on metacognition and pupil voice.	Pupil's will begin to monitor their cognitive processes and understand how to use their strengths and overcome their weaknesses towards an increase in self-scaffolded learning behaviour. Pupils will be involved in decision making to create meaningful change and better academic outcomes. Pupils will express their views, wishes and experiences of school and feel a sense of empowerment and inclusion.
Disadvantaged pupils can access a wide range of high quality educational resources, enrichment activities and wider life opportunities—such as books, learning experiences, trips, creative arts, sports and nutritious food—ensuring they experience the same breadth of opportunity as their peers and can engage fully in all aspects of school life.	Disadvantaged pupils access high quality reading materials and educational resources, with borrowing and usage rates increasing over time. Pupils' participation in trips, visits, clubs and enrichment activities increases, with disadvantaged pupils represented proportionately. Pupils demonstrate broader knowledge, confidence and engagement as a result of wider learning opportunities, as evidenced through pupil voice and classroom observations. Families engage more consistently with opportunities that support access to enrichment, such as subsidised events, workshops or resource loans. Pupils show improvements in wellbeing, concentration and readiness to learn, supported by access to appropriate nutrition and wider life experiences.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning Fraework Collaborative CPD	McCullough, L (2020) Creating a Teacher-Driven Professional Development Program. San Francisco: George Lucas Educational Foundation.	1, 2, 3, 4, 5
Growth mindset whole school approach	Dweck, C., Mindset: Changing The Way You think To Fulfil Your Potential. London: Robinson	1,4
Feedback CPD	EEF guidance report – 'Teacher Feedback to Improve Pupil Learning'.	1, 2, 5
Zones of Regulation CPD	https://www.zonesofregulation.com/ research--evidence-base.html	1, 4
Metacognition CPD	EEF guidance report – 'Metacognition and Self-regulated Learning'.	1, 4, 5
Inclusive Classroom Practice CPD	Provided by ESSET (Essex Special Schools Education Trust) 'Ordinarily Available' https://schools.essex.gov.uk/sites/default/files/2024-03/Ordinarily%20Available%20Inclusive%20Teaching%20Framework.pdf	1,3,4,7
National College	All staff have access to this CPD for training for all teaching and learning elements.	1, 2, 4
Counsellor	Children see a counsellor to support emotional wellbeing supports the families.	1, 2
Senior Mental Health lead Wellbeing	Staff to attend CPD to support children with mental health concerns. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. The continued use of this approach should lead to improved academic performance, attitudes, behaviour and relationships with peers.	1, 2, 3
Curriculum Subject Knowledge and moderation	Teachers attend regular CPD from the Vine and the Colne Valley Consortium to support effective teaching and leadership	1, 2
Pupil progress monitoring for disadvantaged pupils. Termly meetings to analyse data and review effectiveness of targeted support.	Detailed monitoring of disadvantaged pupils enables us to ensure interventions are effective and where an intervention is not supporting pupil progress, timely changes can be made. Detailed meetings about wider aspects of education for a child are important to ensure they are able to fulfil their potential. This is discussed within the Pupil Progress Meetings each term.	1, 2, 3, 4

LSA to deliver Lego Therapy TAs are trained by SENCO to target gaps in pupils' language and emotional wellbeing.	EEF – oral language interventions consistently show positive impact on learning. ➢ High quality small group interventions ➢ Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. ➢ Lego therapy promotes teamwork, confidence, social skills and communication	1, 2, 3, 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
The use of targeted support to accelerate progress, with the use of support staff	Teaching assistants can provide a large positive impact on learner outcomes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2
LSA delivering targeted interventions to individuals and small groups	LSA interventions targeted at pupils that require additional support helps previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. Our LSA structure means that these staff members are not assigned to a class but work across year groups to deliver interventions and other targeted support.	1, 2, 4
Adult support for SEMH	Targeted interventions and universal approaches have positive overall effects. By having the ability to nurture specific children/groups of children, the school can reduce disruption and provide tailor made support where and when needed.	1, 2, 3
TAs support during the afternoons to carry out interventions for pupils– particularly those with SEN including: SALT targets from specialist SALT teacher Precision teaching Boosters led by class teachers	Provide extra support to accelerate progress and improve attainment. Small group or 1:1 boosters have been shown to have positive effects as discussed in reliable evidence sources such as the EEF Toolkit. The EEF toolkit suggests evidence indicates that: • one to one tuition can be effective, on average accelerating learning by approximately five additional	1, 2
Twinkl phonics delivered in small phase grps or individually if needed.	These are delivered by trained LSAs. It is taught in small groups daily to address gaps in Phonics and Reading.	1, 2, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adult support for SEMH	Targeted interventions and universal approaches have positive overall effects. By having the ability to nurture specific children/groups of children, the school can reduce disruption and provide tailor made support where and when needed. Member of staff trained in Emotional First Aid	1, 2, 3
Enrichment activities, including the KS2 residential visit.	The residential visit enables the children to access outdoor adventurous activity which is not possible on the school site, building confidence and self-esteem.	5, 3, 4,8
Trauma Perceptive Practice - Refreshers	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. The continued use of this approach should lead to improved academic performance, attitudes, behaviour and relationships with peers.	1, 2
Attendance monitoring, action planning, individual support	Poor attendance creates gaps in learning and can affect the ability to form effective relationships.	1, 3, 5
Wider opportunities/cultural capital	Ensuring all children have access to the same curriculum and cultural experience as their peers.	1, 2
Healthy eating (snacks)	Ensuring all children have access to fruit at breaktimes	1
Music Therapy / Piano teacher & Rocksteady	To give children access to a new skill, which they otherwise would not learn about. To support with mindfulness and calming strategies. To develop self-confidence.	1,5, 8
Support with residential trips and educational visits	In order to ensure accessibility for all pupils, payment for trips will be covered / supported by school for pupils identified in need of support. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	3,4,8
Support with wider extracurricular activities such as PE competitions and music lessons	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	3,4,8

Total budgeted cost: £46,915

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Teaching

Staff have completed Trauma Perceptive Practice (TPP) training, which now underpins the school's behaviour policy for the 2025–2026 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. To help us gauge the performance of our disadvantaged pupils, we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to the results achieved by our own non-disadvantaged pupils.

EYFS & Y1 Data

EYFS - GLD		
2024-2025	Disadvantaged	Not-Disadvantaged
School	50%	73.7%
National	51.3%	72.5%

Year 1 2024-2025 Data

Phonics at ARE		
2024-2025	Disadvantaged	Not-Disadvantaged
School	NA	83.3%
National	67%	84%
Local Authority	80%	

Each half term, St Andrew's Primary School hold pupil progress meetings to review children's performance, attainment, progress, and wellbeing. During these meetings, disadvantaged pupils are specifically identified to ensure that funding and support are directed appropriately to enhance their learning and development.

Reading at ARE			
2024-2025	Disadvantaged	Non-Disadvantaged	School – National disadvantaged gap
School	100%	100%	+37%
National	63%	81%	
Local Authority	77%		

Writing at ARE			
2024-2025	Disadvantaged	Non-Disadvantaged	School – National disadvantaged gap
School	100%	83.3%	+41%
National	59%	78%	
Local Authority	73%		

Maths at ARE			
2024-2025	Disadvantaged	Non-Disadvantaged	School – National disadvantaged gap
School	100%	100%	+39%
National	61%	81%	
Local Authority	76%		

RWM Combined at ARE			
2024-2025	Disadvantaged	Non-Disadvantaged	School – National disadvantaged gap
School	66.7%	91.7%	+19.7%
National	47%	69%	
Local Authority	63%		

The data indicates that non-disadvantaged pupils performed significantly better than disadvantaged pupils in phonics. As a result, we have invested in My Lexia to support reading.

Percentage of pupils meeting the expected standard 2024-2025.

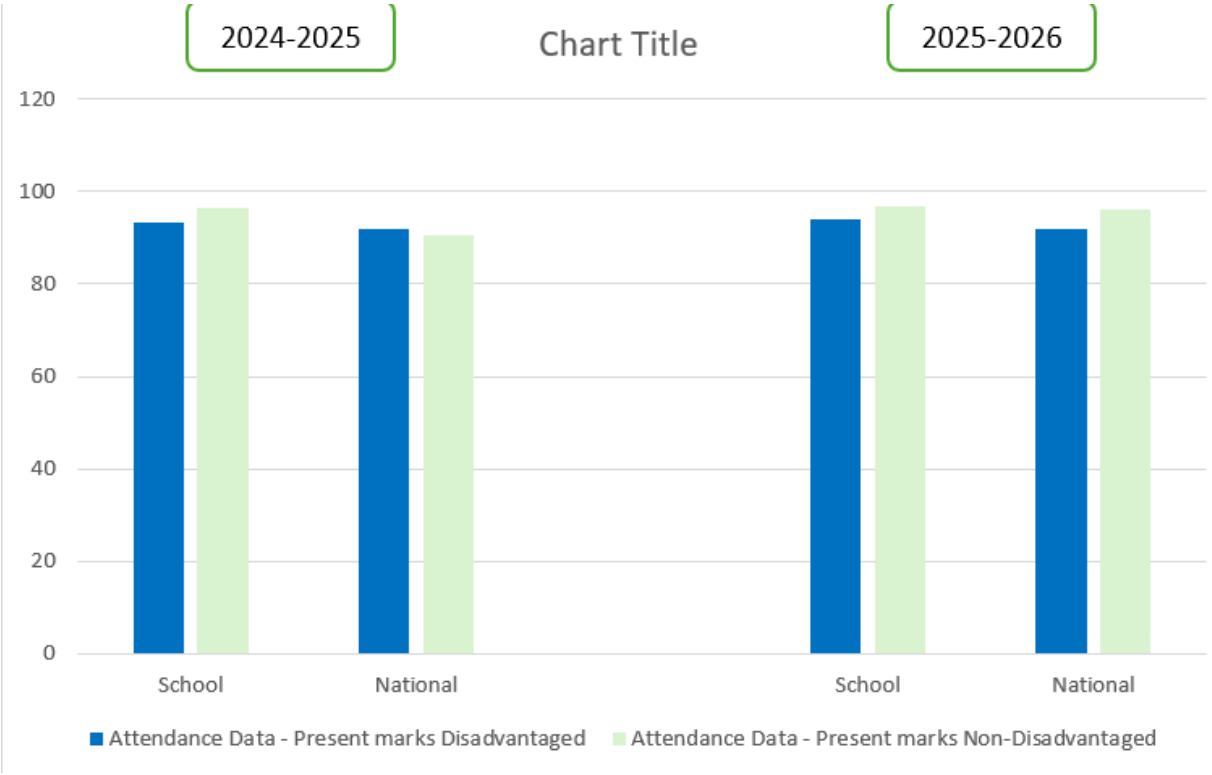
We remain committed to accelerating progress for all disadvantaged pupils by ensuring consistently high-quality classroom practice, with a whole-school focus on language acquisition across the curriculum.

Our Attendance Officer works with the Headteacher, meeting regularly to identify families that need support. This work has led to improvements in both overall absence and persistent absence.

Attendance Data – Present 2026 marks

Attendance Data - Present marks		
2024-2025	Disadvantaged	Non-Disadvantaged
School	93.25%	96.41%
National	91.8%	90.5%

Attendance Data - Present marks		
2025-2026	Disadvantaged	Non-Disadvantaged
School	93.85%	96.63%
National	91.9%	96%



Embedding the national attendance framework remains a key whole-school priority as we

continue to build on these improvements and further reduce persistent absenteeism. We firmly believe that consistent attendance and success in the classroom are crucial to improving pupils' life chances.

Promoting and sustaining the wellbeing of all pupils, especially those who are disadvantaged, continues to be central to our ethos. By investing in targeted initiatives, we aim to ensure that every child has the emotional and social foundations needed to thrive academically. Pupil behaviour, attitudes and wellbeing remain key priorities within our 2026–27 School Improvement Plan.

Externally provided programs

Programme	Provider
Curriculum Maestro	Cornerstones
Drama Therapy	Nurture Through Nature
Speech & Language	Let's Talk SLT
White Rose Maths	TTRS
Twinkl	Literacy Shed
Purple Mash software	